

MKTG 3531.01 – Marketing Research – Spring 2014

Wednesdays 7:00-9:50 PM Bayou 2512

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Office Hours: Tuesdays from 3:00 to 5:00 PM; Thursdays from 3:00 to 5:00 PM; and by appointment.

Course Materials: Marketing Research Essentials (8th edition), by McDaniel and Gates (2013)

Course Prerequisites: MKTG 3031 (Principles of Marketing) or equivalent.

Credit Hours: 3

Survey Monkey Account info www.surveymonkey.com **User Name:** uhclmarketing
Password: mktg3531

This course has been authorized by UHCL as an **Applied Critical Thinking (ACT) Course** which means that in addition to learning about the specified course content, students will be engaged with some or all of the Elements of Thought and Universal Intellectual Standards of critical thinking. The objective of an ACT course is to develop the student's ability to become skilled at analysis and evaluation by applying a set of intellectual tools that may be effectively used across all disciplines (as well as to the student's personal life). Based on the Foundation for Critical Thinking (<http://www.criticalthinking.org/>), critical thinking involves thinking for a *purpose*, asking *questions*, using *information*, applying *concepts*, drawing *inferences and conclusions*, identifying *assumptions*, anticipating *implications and consequences*, and recognizing *points of view*. The Universal Intellectual Standards that are applied to these Elements of Thought of critical thinking in order to develop Intellectual Traits include *clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness*.

Course Description: Marketing research is a managerial tool used to better understand customers, potential customers and the marketplace. Marketing researchers strive to collect **information** with **accuracy** and **interpret** this information with **precision** in order to improve marketing decision-making within an organization. Students will adopt the **point of view** of a marketing research specialist with both **depth** and **breadth**. The central questions to be addressed are:

1. What information is needed to successfully diagnose this marketing problem or evaluate this marketing opportunity?
2. What questions must be asked of whom in order to collect this information?
3. How should this information be interpreted and what are its implications for decision-making?

Within the framework of learning to conduct valid and relevant marking research, students will be introduced to the vocabulary and processes of critical thinking. According to Richard Paul and Linda Elder of the Foundation for Critical Thinking, this can be defined as follows:

“Critical thinking is that mode of thinking - about any subject, content, or problem - in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them.”

The Paul-Elder framework for critical thinking has three components:

- The elements of thought (reasoning)
- The intellectual standards that should be applied to the elements of reasoning
- The intellectual traits associated with a cultivated critical thinker that result from the consistent and disciplined application of the intellectual standards to the elements of thought

Elements of Critical Thinking

The **Elements of Thought** are as follows:

1. All reasoning has a *purpose*
2. All reasoning is an attempt to figure something out, to settle some *question*, to solve some *problem*
3. All reasoning is based on *assumptions*
4. All reasoning is done from some *point of view*
5. All reasoning is based on *data, information* and *evidence*
6. All reasoning is expressed through, and shaped by, *concepts* and *ideas*
7. All reasoning contains *inferences* or *interpretations* by which we draw *conclusions* and give *meaning* to data
8. All reasoning leads somewhere or has *implications* and *consequences*

Universal Intellectual Standards

Universal intellectual standards should be applied to thinking to ensure its quality.

Clarity

- Could you elaborate?
- Could you illustrate what you mean?
- Could you give me an example?

Accuracy

- How could we check on that?
- How could we find out if that is true?
- How could we verify or test that?

Precision

- Could you be more specific?
- Could you give me more details?
- Could you be more exact?

Relevance

- How does that relate to the problem?
- How does that bear on the question?
- How does that help us with the issue?

Depth

- What factors make this difficult?
- What are some of the complexities of this question?
- What are some of the difficulties we need to deal with?

Breadth

- Do we need to look at this from another perspective?
- Do we need to consider another point of view?
- Do we need to look at this in other ways?

Logic

- Does all of this make sense together?
- Does your first paragraph fit in with your last one?
- Does what you say follow from the evidence?

Significance

- Is this the most important problem to consider?
- Is this the central idea to focus on?
- Which of these facts are most important?

Fairness

- Is my thinking justifiable in context?
- Am I taking into account the thinking of others?
- Is my purpose fair given the situation?
- Am I using my concepts in keeping with educated usage, or am I distorting them to get what I want?

Intellectual Traits

Critical thinkers routinely apply intellectual standards to the elements of reasoning in order to develop intellectual traits:

- Intellectual Humility
- Intellectual Courage
- Intellectual Empathy
- Intellectual Autonomy
- Intellectual Integrity
- Intellectual Perseverance
- Confidence in Reason
- Fair-mindedness

Student Learning Outcomes: By the conclusion of the course, students should

- 1) be able to access and use **relevant** secondary data and **information** from the library and from online sources;
- 2) be able to identify the **question at issue** within a published scientific journal article and its **significance** to marketing practice;
- 3) be able to design a simple research project and use the Survey Monkey tool to compose a questionnaire;
- 4) be able to identify the hypotheses of written experiments and explain the **assumptions** underlying each hypothesis with **clarity**;
- 5) be able to adopt the **point of view** of a marketing research consultant to help a client organization identify their marketing research needs with **precision**.

For critical thinking purposes, students will focus on the ability to **communicate** with their client organization's representative to understand the client organization's particular issues. These issues form the basis for a research proposal to acquire relevant information by marketing research methods. Students will then **communicate** their findings through a written paper and a presentation to the instructor, the client organization, and the other students.

Critical Thinking Assignments:

There will be three individual assignments that are specifically focused on using **critical thinking** skills within the context of marketing research:

1) Marketing Research Journal Article – This assignment requires that you read a scholarly journal article and perform a written analysis of the research contained therein. This assignment is designed to provide students the opportunity to master Student Learning Outcome #2. Your written analysis of this article should specify the **question at issue** and its **significance** to marketing practice. This analysis will be worth 50 points of the total course grade. For critical thinking assessment purposes, the final score on this paper will be converted as follows:

Excellent – Grades of 45 to 50

Acceptable – Grades of 30 to 44

Unacceptable – Grades of 0 to 29

2) Two Jam Experiments – This assignment requires you to read the account of two experiments involving jam-tastings that will be provided. Your analysis should state the hypothesis of each experiment and explain the **assumptions** underlying each hypothesis with **clarity**, showing mastery of Student Learning Outcome #4. This analysis will be worth 50 points of the total course grade. For critical thinking assessment purposes, the final score on this paper will be converted as follows:

Excellent – Grades of 45 to 50

Acceptable – Grades of 30 to 44

Unacceptable – Grades of 0 to 29

3) Battleship Texas Survey Analysis – In this assignment, your task is to evaluate an actual questionnaire once used by the staff of the Battleship Texas. Your analysis should reflect the **point of view** of a marketing researcher, and should specify how the questionnaire should be redesigned to gather information with greater **precision**, as required by Student Learning Outcome #5. This analysis will be worth 50 points of the total course grade. For critical thinking assessment purposes, the final score on this paper will be converted as follows:

Excellent – Grades of 45 to 50

Acceptable – Grades of 30 to 44

Unacceptable – Grades of 0 to 29

Course Format and Evaluation: Course format is lecture with discussion and in-class activities. Students are expected to study the assigned readings in advance and be prepared to join in class discussions. There will be one midterm exam plus a final exam. No make-up tests will be given except by prior arrangement. All written assignments must be turned in by the due date to receive full credit. Assignments that are from one day to one week late will lose one letter grade. Assignments more than one week late will not be accepted. There will also be in-class activities and group meetings during the semester. Your class participation is based on your attendance and participation in these activities and in online activities. Note: a grade of "I" (Incomplete) will be awarded only in emergency situations where the student is unable to complete part of the course work due to uncontrollable circumstances, and provided that the student has a passing grade in the course

Grade Calculation:

Midterm Exam	225 grade points
Final Exam	225 grade points
Class Activities	100 grade points
Marketing Research Journal Article	50 grade points
Two Jam Experiments	50 grade points
Battleship Texas Survey Analysis	50 grade points
Customer Satisfaction Homework	50 grade points
Research Proposal Exploratory Results	50 grade points
Research Proposal written report and presentation	200 grade points

Total 1000 grade points

A = 940-1000 pts. B+ = 870-899 pts. C+ = 770-799 pts. D+ = 670-699 pts. F = < 600
 A- = 900-939 pts. B = 840-869 pts. C = 740-769 pts. D = 640-669 pts.
 B- = 800-839 pts. C- = 700-739 pts. D- = 600-639 pts.

Special Academic Accommodations: Any individual requiring special academic accommodations under the Americans with Disabilities Act, Section 504, or other state or federal law, should contact the Disability Services Office at (281) 283-2626.

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact your University's student disability services center.

Academic Honesty Policy - Please see the official Academic Honesty Policy in your course catalog, which states: "Academic honesty is the cornerstone of the academic integrity of the university. It is the foundation upon which the student builds personal integrity and establishes a standard of personal behavior."

All students at the University of Houston-Clear Lake are expected to maintain complete honesty and integrity in all academic work attempted while enrolled at the University. Violation of the policy may result in receiving a grade of "F" in this course and be recommended for suspension from UHCL. The Honesty Code of UHCL states: "I will be honest in all my academic activities and will not tolerate dishonesty."

Educational Assessment: The School of Business may use assessment tools in this course and other courses for curriculum evaluation. Educational Assessment is defined as the systematic collection, interpretation, and use of information about student characteristics, educational environments, learning outcomes and client satisfaction to improve program effectiveness, student performance and professional success. This assessment will be related to the learning objectives for each course and individual student performance will not be identified. This analysis will not impact student grades, but will provide faculty with detailed information that will be used to improve courses, curriculum, and students' performance.

6 Drop Rule Limitation – Students who entered college for the first time in Fall 2007 or later should be aware of the course drop limitation imposed by the Texas Legislature. Dropping a course between the census date and the last day to drop a class for the semester/session will count as one of your 6 permitted drops. Visit www.uhcl.edu/records for more information on the 6 drop rule and the census date information for the semester/session.

MKTG 3531 Class Schedule – Spring 2014

NOTE: Last day to drop or withdraw from a class without a grade penalty is Monday, April 7, 2014

Jan	15	Chapter 1: The Role of Marketing Research in Management Decision Making Appendix 1-B Marketing Research Ethics
	22	Chapter 2: Problem Definition, Exploratory Research and the Research Process
	29	Chapter 3: Secondary Data and Databases
Feb	05	Chapter 4: Qualitative Research Customer Satisfaction Homework due
	12	Chapter 5: Traditional Survey Research
	19	No Class Meeting Today! Work on homework and read Chapter 6: Online Marketing Research
	26	Chapter 7: Primary Data Collection: Observation Marketing Research Journal Article Assignment Due
Mar	05	Midterm Exam over Chapters 1, 2, 3, 4, 5, 6, 7, and Appendix 1-B
	12	Spring Break! No Class!
	19	Chapter 8: Primary Data Collection: Experimentation and Test Markets Two Jam Experiments Assignment Due
	26	Chapter 9: The Concept of Measurement and Attitude Scales
Apr	02	Chapter 10: Questionnaire Design Research Proposal Exploratory Results Due
	09	Chapter 11: Basic Sampling Issues Battleship Texas Survey Analysis Due
		Chapter 12: Sample Size Determination
	16	Chapter 15: Communicating the Research Results and Managing Marketing Research
	23	Research Proposal Oral Presentations and Written Papers Due
	30	Final Exam over Chapters 8, 9, 10, 11, 12 and 15